

<p style="text-align: center;">UNIVERSITY SENATE MINUTES December 15, 2008, 10:50 am, Rowan Hall Auditorium</p>
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**ATTENDEES:** Keith Adams, Herb Appelson, Michael Banutu-Gomez, Jacqueline Benevento, Mark Berkey-Gerard, Krishan Bhatia, Lori Block, Kate Boland, Joe Cassidy, Doug Cleary, Doug Cleary, Jennifer Courtney, Kevin Dahm, Robert D’Intino, Carol Eigenbrot, Leslie Elkins, Jon Foglein, Bill Freind, Roberta Harvey, John Hasse, Erin Herberg, Susan Hersh, Jerry Hough, Olcay Ilicasu, Phillip Lewis, Janet Lindman, Matthew Lund, Midge Madden, Douglas Mapp, Mark Matalucci, Donovan McCargo, Phyllis Meredith, DeMond Miller, Eric Milou, Bob Newland, Anne Phillips, Robi Polikar, Clara Popa, Peter Rattigan, Natalie Reaves, Nick Schmelz, Kathleen Sernak, Don Stoll, Pat Alexy-Stoll, Eileen Stutzbach, Cindy Vitto, Jia Wang, Patrick Westcott, Dex Whittinghill, Barbara Williams, Tricia Yurak, Ieva Zake.

**NOT IN ATTENDANCE: (Represented by Alternates)** Bruce Caswell (represented by Maria Rosado), Sheri Chinen-Biesen (on sabbatical) represented by Chandrasekhar Vallath, Leslie Elkins represented by Elisabeth Hostetter, Allison Krufka (represented by Michael Grove), Adrian Rusu (represented by Jerry Spencer).

**NOT IN ATTENDANCE:** Joe Basso (3<sup>rd</sup> consecutive absence), Nadine Connell, Tom Doddy, Dorie Gilchrist, Karen Haynes, Lili Levinowitz, Karen Magee-Sauer, Julie Mallory-Church, Mohammed Rashiduzzaman (3<sup>rd</sup> consecutive absence), Tanya Santangelo.

**11:00 – 11:20am**

1. Approval of Agenda – moved, seconded, approved
2. Introductions of Visitors - none
3. Approval of Minutes from November 2008 (separate file) – moved, seconded, approved
4. Lindback Award for Distinguished Teaching Presentation by Provost – to Maria Rosado, Professor, Geography/Anthropology
5. President’s Report (page 3)

**11:25 – 11:35am**

6. Open Period: Jay Harper – Has been here 10 years and this is his first time addressing the senate. Regarding the Undeclared Task Force Resolution, research tells us that students are more likely to persist after they have made a connection with a faculty member. Harper suggested we should put undeclared in LAS, and after 60 credits put them in Liberal Studies: Humanities/Social Science major. Regarding resources to accommodate 800 students – provost says he will provide funds. Advising will remain in CAP Center. A person from each college will be available to explain options to students interested in a major within that college. The resolution, in draft form, went to the Deans earlier.

**11:35 - 11:55am**

7. Standing Committees
  - a. Recruitment, Admissions, and Retention
    - i. Undeclared Task Force Resolution (pages 6-8) – motion moved, seconded, passed after much discussion, two “calls for question” and with friendly amendments. Vote was 30 in favor, 14 opposed and 3 abstentions.
    - ii. Undeclared Task Force Report (pages 9-12)
  - b. Curriculum Committee Report (pages 13-15) – 12 Process C Curriculum Changes moved, seconded and passed
  - c. Academic Policies and Procedures Request for Feedback (page 16) – The Extension of Drop/Add for students enrolled in Monday classes in practice is already being done at

the Registrar's Office, but needs to be made known. Bridging the gap between Final Registration and Drop/Add – should we open up the one day Final Registration option around August 20<sup>th</sup> to be more than one day? Looking for feedback about pros and cons of other options. Also looking for input regarding opening time of registration at 7AM and the duration of the registration period of one week for each class, when 80% of students register within the first two days of their first week of registration.

8. Old Business

**11:55 – 12 noon**

9. New Business

10. Adjournment at 12:02 P.M.

## PRESIDENT'S REPORT

1. Faculty Lines: 17 current searches - 10 new, 5 replacements, two  $\frac{3}{4}$  timers. See replacement Lines Rubric (page 4) Ali will provide data for past 5 years. Next semester Ali will spend time with Dean's to go over how to decide on these strategic lines. One size does not fit all for department needs. These numbers will work with budget planning also. Graduate school will be asked to do something similar starting Sept. '09. 17 searches going forward.
2. Library Budget (page 4) Eric spoke with Dean Whitham who acknowledged a 60 percent cut in book allocations - because of decrease in state allocations. Please distribute this info to departments.
3. Laptop Initiative Website at: <http://www.rowan.edu/laptop/> - go there for updates on what's happening.
4. 2009 Admissions Update (as compared to 11/24/07)
  - a. 2009 Freshman Applications (up 13.5%)
  - b. 2009 Freshman Accepts (up 78%) 564 vs. 316 (SATs scores down 1187 vs. 1212)  
Freshman accepts are up but no statistics on number of decision/deposit paid students so far.

**College:** \_\_\_\_\_

[illegible]

- 1. Centrality**
- 2. Accreditation**
- 3. New Initiatives**
- 4. New Interdisciplinary**
- 5. Plans for dealing with majors and programs that have declined in the last 5 years**
- 6. Faculty needs for administrative support of new initiatives**

LIBRARY ISSUES from Dean Bruce Whitham

I am writing as a follow-up to our conversation about the concern that some faculty members expressed regarding a supposed decrease in the Library's budget this year. As we discussed this morning, the Provost's Office did not reduce our funding year over year. We were flat funded last year. The impression of a cut might be the outcome of my decision to reduce book allocations by 60 percent, an action taken to cover significant reductions by the State of New Jersey.

The Library has taken quite a hit on available resources as a result of a State Legislature's decision to reduce funding for the New Jersey Knowledge Initiative (NJKI). In addition to funding cuts for NJKI the focus of that program has also changed from supporting science research to one of supporting small business. The upshot is that Rowan Libraries has lost access to seven of ten databases, which up until this year had been supplied to us at no cost.

NJKI continues to make available three databases through the State Library:

- Academic Source Premier;
- Business Source Premier; and
- RefUSA.

As these resources are extremely important, we arranged to participate with our consortium partners in VALE to obtain discounts, but now pay our share, for several databases. These include:

- Regional Business News
- Nature Journals Online
- Biomedical Reference
- CINAHL
- Nursing and Allied Health Collection

Given limited funds we decided not to renew the following:

- Nursing and Allied Health Source
- Wiley Inter-Science

The Loss of Wiley Inter-Science is especially acute. Wiley supplied access to more than 1400 journals, mostly STM, 6000 online books including many major reference works, access to the very important nursing resource Cochrane Library, and current Protocol Lab Manuals.

While we are discussing the increasing cost of databases, I should mention that Science Direct, from Elsevier, has been renegotiated by the VALE team for five more years. We will see a jump in the pricing beginning next year and will see a 5% increase in each of the following years. At close to a quarter of a million dollars for the database, this is not an insignificant price rise.

An additional adjustment was made to the budget this year. The Keith and Shirley Campbell endowment, made available to the library each year to supplement our annual materials budget, was redirected. It has been inappropriately used to cover items that should come from our materials funds. At my request the endowment was moved to a separate line. This change will allow the library to present to the Foundation Office legitimate Campbell endowment spending figures, for their annual report to donors. The library will use the money to enhance services for the Rowan community, in keeping with the Campbell's intentions..

I will be speaking to the All University Library Committee in a few days and these figures will be presented as part of an annual report. Also we will be detailing the cost of our operation for this year and next in the upcoming budget request to demonstrate our need for funds going forward.

I hope this note help clarify any possible misunderstanding held by some faculty members regarding the reason for my reallocating Library funds. I'll be pleased to answer any other questions regarding our budget.

Regards,  
Bruce

## RECRUITMENT, ADMISSIONS, AND RETENTION

### Resolution Concerning Undeclared Students 11/13/08

**Whereas:** Undeclared students require more intensive advisement than Declared students.

**Whereas:** Many Rowan students who are unable to gain admission to restricted degree programs enroll in a “shadow major”, i.e. a degree program the student has no intention to complete that bears some similarity to the desired course of study; this is a practice that lowers graduation rates and is not in the interest of the student.

**Whereas:** Many Rowan students remain Undeclared beyond 60 credits.

**Whereas:** Undeclared students often encounter barriers to speaking with faculty and degree program advisors.

**Whereas:** Undeclared students currently have no academic home, no dean to advocate for them, and no institutional mechanism to ensure that they have access to the courses they require.

**Whereas:** Undeclared students often have greater difficulty internally transferring into Rowan degree programs than similarly qualified external transfer students.

**Whereas:** Rowan’s President, the Provost, and the Senate President decided to form the Provost’s Task Force on Undeclared Students in 2007-2008, whose report<sup>1</sup> was then vetted through the Senate RAR Committee and the Deans in order to produce a set of resolutions to address the issues with the Undeclared students.

### **Therefore Be It Resolved:**

#### **General Policy Recommendations:**

1. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
2. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
3. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
4. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.

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<sup>1</sup> This report is included as an appendix to this resolution.

5. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
6. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
7. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeably, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.
8. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

### **Be It Further Resolved:**

#### **Academic Home Recommendation:**

Incoming undeclared students will be placed in the *Exploratory Studies Program* within the College of Liberal Arts and Sciences' *Center for Interdisciplinary Studies* (which houses all of LAS's interdisciplinary majors). This proposed program within LAS will serve as the academic home for the entire undeclared student population.

Rather than creating another administrative position, it is recommended that the *Exploratory Studies Program* be directed by a faculty member (with 3 credits per semester of reassigned time) to insure the academic integrity of the process; additionally, it is recommended that a fulltime AFT professional staff member handle the day-to-day operations of the *Program*. The *Exploratory Studies Program* director will collaborate with the CAP Center to ensure that undeclared students are informed about their the degree programs available to them and have access to representatives of degree programs across campus (as mentioned in 6. above). Furthermore, the program director will keep an eye on the retention data for undeclareds and will oversee the program to ensure that the students are able to get into the classes they need and migrate into degree programs by 60 credits. The *Program's* director will be nominated by the program coordinators of the other LAS interdisciplinary programs and will be approved by the Dean of LAS. The undeclared students will continue to be advised by the staff of the CAP center, supported by faculty from across campus. The housing of the undeclared students within LAS offers several advantages:

- A. A significant majority of undeclared students ultimately enroll in majors within the college of LAS. Thus, the majority of undeclared students will start in the college from which they will eventually earn their degree.
- B. Students who reach 45 credits without selecting a major are asked to meet with the CAP Center to plan for their entry into a major. These students would also be asked to meet with the advisor

from LS:HSS to prepare for their entry into the LS:HSS major unless they have chosen and are accepted into another major by 60 credits.

- C. Since the students are housed in LAS, they will have a dean to look after their academic interests. Furthermore, their course needs will be met because a special fund will be created for that purpose. Under this model, we recommend that a pool of funds (~\$30k) be set aside to ensure that courses essential to the progress of undeclared students get staffed. This fund will be administered by director of the *Exploratory Studies Program* upon recommendations from the CAP Center, the LAS Dean's office, and the *Center for Interdisciplinary Studies's* advisory board. Thus, the undeclared students will have an academic dean, an advocate for the creation of new course sections, and the financial support to ensure the creation of needed courses.



<b>Provost's Task Force on Undeclared Students</b>
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**Report to the Provost****August 17<sup>th</sup>, 2008**

Carol Eigenbrot, CAP Center

Lizziel Sullivan, CAP Center

John Robert Cart, Dean of the College of Fine and Performing Arts

Kathleen Pereles, Department of Management

Patrick Spearman, Department of Foundations of Education

Tricia Yurak, Department of Psychology

Muriel Frierson, Registrar

Jose Aviles, EOF/MAP

Jim Newell, Provost's Office, Co-Chair

Matt Lund, Philosophy and Religion, Co-Chair

**Charge to the Provost's Task Force on Undeclared Students:**

Last year, I convened an Undeclared Majors task force to begin to look at issues with the large population of undeclared students at Rowan University. This task force concluded that the CAP center was best suited to address the advising needs of undeclared freshman. I fully concur with this recommendation, but many substantial issues beyond advising remain in the way the university handles undeclared students. As such, I charge this new task force to develop specific recommendations that will enable to do the following:

1. Improve our ability to anticipate the needs (course offerings, seats in eventual majors, tutoring, basic skills assistance, etc.) of our undeclared students.
2. Insure that sufficient seats in courses are available to allow undeclared students to advance toward eventual transfer into majors.
3. Discuss the possibility of finding an academic home for all students so that someone with budgetary and curricular influence is looking out for their needs directly.
4. Be certain that all students are making progress towards a degree while eliminating students artificially entering majors in which they have no intention of pursuing a degree.
5. Review barriers to the transfer of students into majors and remove those that are unnecessary.

I would like to see this task force generate specific recommendations that can be implemented immediately while also considering longer-term changes. I also expect this task force to work closely with the Strategic Enrollment Management task force as some issues clearly cross boundaries between the task forces. The Senate leadership and I are hopeful that this exercise in shared governance can lead to meaningful improvements for the University.

**Statement on Retention Status of Non-EOF/MAP Undeclared Students:**

There has been a common impression that undeclared students have a markedly reduced graduation rate in comparison with declared students. The retention numbers for 4999 are often cited in an effort to change the way undeclared students are handled by the university. However, a close look at the data

discloses that students who begin their Rowan career as 4999 who are not EOF/MAP students have nearly identical 6 year graduation rates to those who enter in degree programs. For instance, the 2000 cohort's overall 6 year graduation rate was 68%, 4999 was 56%, EOF/MAP was 41.3%, and the 4999 excluding EOF/MAP rate was 66.6% -- only 1.4% shy of the overall rate. Similarly, the 2001 cohort's overall 6 year graduation rate was 65.8%, 4999 was 56%, EOF/MAP was 43.1%, and the 4999 excluding EOF/MAP was 65%.<sup>2</sup> These numbers demonstrate that non-EOF/MAP undeclared students do not have a significantly different graduation rate compared to declared students.

### **General Policy Changes Recommended:**

Some of the principal difficulties encountered by undeclared students are the following: obstacles to internal transfer, insufficient access to advising and faculty, and the temptation to remain undeclared too long in the hopes of getting into a restricted major. The following recommendations attempt to alleviate these problems.

2. Any policy, practice, or procedure that preferentially admits external transfer students into any major over internal transfer students should be vacated.
9. Any major that wishes to restrict internal transfers (including majors that are currently restricted) should reapply for restricted status. To facilitate this process, a group should be formulated to develop general criteria for restrictions (e.g. – certification or accreditation issues) and establish a process for evaluating applications from the departments. This group should involve the academic deans, the university senate, and faculty from each college.
10. The CAP Center should receive sufficient resources to allow for 1 hour appointments with undeclared students, in lieu of the current 30 minute appointments.
11. Students who are not making progress toward degree must be blocked from registration until they have met with the CAP Center staff.
12. The 60 credit rule must be enforced. All students who have not declared by 60 credits will automatically be folded into LS:HSS. Students are then free to declare any major other than undeclared. We recommend that students receive a contact letter from the CAP center once they reach 45 credits to arrange a meeting to plan for their migration into a major. By extension, no readmit students with greater than 60 credits may re-enter as undeclared.
13. Each Department and Degree Program must designate a faculty representative to meet with undeclared students. Departments, Colleges, and Degree Programs should make every effort to meet with Undeclared, or any other non-degree, students. Note – this does not replace the advising function of the CAP Center.
14. One representative from each college should be available to assist the CAP Center staff with prospective students for their college. Their role would include periodically updating the departments in their college about advising strategies, trends and other pertinent information necessary to advise students knowledgeably, attending advising workshops conducted by the CAP Center staff in conjunction with the Office of the Associate Provost for Academic Affairs, and to help connect students with faculty in specific majors.

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<sup>2</sup> IRP Resource Book 2007 and IRP Retention and Graduation Rates for First-Time Full-Time Freshmen

15. Restrictions for entry into degree programs should be reexamined in order to determine whether it is possible to revise them such that students can meet the requirements in 2 semesters.

### **Recommendation for Academic Home:**

It is the shared judgment of the task force that undeclared students would be best served by having an academic home. Currently, undeclared students do not belong to any college, and so have no dean to look out for their course needs or advocate for them. The following recommendation for an academic home for the undeclared students has been produced through the efforts of the Task Force, the Senate RAR Committee, and the Deans of the colleges.

### **College of Liberal Arts and Sciences: Exploratory Studies Program**

Incoming undeclared students will be placed in the *Exploratory Studies Program* within the College of Liberal Arts and Sciences' *Center for Interdisciplinary Studies* (which houses all of LAS's interdisciplinary majors). This proposed program within LAS will serve as the academic home for the entire undeclared student population. [The *Center for Interdisciplinary Studies* will have the directors of the LAS interdisciplinary programs serve as its advisory board, and a center director will be elected from the ranks of the board. (Comment: I doubt that this needs to be part of this report. MDL)]

Rather than creating another administrative position, it is recommended that the *Exploratory Studies Program* be directed by a faculty member (with 3 credits per semester of reassigned time) to insure the academic integrity of the process; additionally, it is recommended that a fulltime AFT professional staff member handle the day-to-day operations of the *Program*. The *Program's* director will be nominated by the program coordinators of the other LAS interdisciplinary programs and will be approved by the dean of LAS. The undeclared students will continue to be advised by the staff of the CAP center, supported by faculty from across campus. The housing of the undeclared students within LAS offers several advantages:

- D. A significant majority of undeclared students ultimately enroll in majors within the college of LAS. Thus, the majority of undeclared students will start in the college from which they will eventually earn their degree.
- E. Students who reach 45 credits without selecting a major are asked to meet with the CAP Center to plan for their entry into a major. These students would also be asked to meet with the advisor from LS:HSS to prepare for their entry into the LS:HSS major unless they have chosen and are accepted into another major by 60 credits.
- F. Since the students are housed in LAS, they will have a dean to look after their academic interests. Furthermore, their course needs will be met because a special fund will be created for that purpose. Under this model, we recommend that a pool of funds (~\$30k) be set aside to ensure that courses essential to the progress of undeclared students get staffed. This fund will be administered by director of the *Exploratory Studies Program* upon recommendations from the CAP Center, the LAS Dean's office, and the *Center for Interdisciplinary Studies's* advisory board. Thus, the undeclared students will have an academic dean, an advocate for the creation of new course sections, and the financial support to ensure the creation of needed courses.

### **Optional Policy Changes Relating to Aspirants:**

Many students at Rowan remain undeclared since they aspire to get accepted into restricted degree programs. The creation of prospective major programs could make the process of internal transfer fairer to the students. Students who have a specific major preference could be placed in prospective majors within each college. The benefit of such programs would be that they would address all the items in the task force charge and provide the colleges with better information on perspective transfers. The colleges have expressed concerns about receiving this population. The concerns fall into two categories – concerns that many aspirants will never achieve enough to be admitted to the program or reluctance to have any additional role in advising these students (even though primary advising would remain in the CAP Center).

The nine policy recommendations that preceded this section work equally well with or without the creation of prospective majors. If the prospective majors were to be created, the following policy recommendations would work in concert with all the previous recommendations:

1. A series of prospective-major FIGS and degree codes need to be created, both for students aspiring to get accepted into restricted programs and for those who know their general area of study, but are still unsure which specific program to choose.
2. A prospective-major structure would look like the FIGs given out now by the CAP Center, only they would be 2 semesters long. If, at the end of 2 semesters (depending on the program), a student does not qualify for the desired program, the student would need to pick a new degree program.
3. Having prospective majors use FIGS would lessen the severity of the problem of course availability since we could forecast. Since the prospective population is not the last in line for getting courses, we may not have as many problems with finding spaces in courses for them.
4. Colleges housing prospective major programs would be responsible for setting up Rowan Seminars and Learning Communities, and possibly for providing advising, for the students. The CAP Center would probably also be involved in the advising for these students.
5. Internal transfer numbers should be based on CAP Center Projections for which degree programs incoming freshmen are interested. Rather than accepting a firm number of external transfers, which until recently has been the practice, we propose forecasting slots for qualified prospective internal transfers.

## Report of the University Curriculum Committee

December 15, 2008

Submitted by Janet Moore Lindman

**Process C**

SCC#	College	Title	Department
08-09-107	Business	Name Change of MIS to Management & Entrepreneurship	Management/MIS
08-09-108	Business	Moving MIS to Marketing	Management/MIS
08-09-304	Education	MA in School/Public Librarianship	Special Education
08-09-307	Education	COGS Autism Spectrum Disorders	Special Education
08-09-310	Education	Ed Specialist in School Psychology	Special Education
08-09-320	Education	MA in School Administration – major revision	Educational Leadership
08-09-321	Education	CAGS in Principal Preparation – major revision	Educational Leadership
08-09-322	Education	MS in Teaching – major revision	Teacher Education
08-09-328	Education	Minor in Education	Teacher Education
08-09-604	Liberal Arts & Sciences	Course level changes 200 to 300	English
08-09-610	Liberal Arts & Sciences	Urban Studies: Sequence B – LSHSS	History
08-09-611	Liberal Arts & Sciences	Urban Studies Concentration	History

**Process B**

SSC#	College	Title	Department
08-09-218	Communication	Intercultural Communication – M/G	Communication Studies
08-09-606	Liberal Arts & Sciences	Elementary Japanese I	Foreign Languages
08-09-607	Liberal Arts & Sciences	Elementary Japanese II	Foreign Languages
08-09-608	Liberal Arts & Sciences	Elementary Swahili II	Foreign Languages
08-09-609	Liberal Arts & Sciences	Elementary Swahili I	Foreign Languages
08-09-705	Liberal Arts & Sciences	Global Economics – M/G	Economics
08-09-813	Liberal Arts & Sciences	Enterprise Computing I	Computer Science

**Process A**

SCC#	College	Title	Department
08-09-101	Business	Legal Aspects of Human Relations	Management/MIS
08-09-102	Business	Labor and Employee Relations	Management/MIS
08-09-103	Business	Recruitment and Selection	Management/MIS
08-09-104	Business	Principles of Training	Management/MIS
08-09-105	Business	Management of Compensation	Management/MIS
08-09-106	Business	Organizational Change and Development	Management/MIS
08-09-300	Education	Safety, First Aid, and Basic Understanding of Athletic Injuries	Health/Exercise Science
08-09-301	Education	Therapeutic Modalities	Health/Exercise Science
08-09-302	Education	Health Program Planning	Health/Exercise Science
08-09-303	Education	Health and Physical Education Teacher Certification Program	Health/Exercise Science

08-09-305	Education	Teaching Students with Autism and Developmental Disabilities	Special Education
08-09-306	Education	Instructional Methods for Students With Autism Spectrum Disorders	Special Education
08-09-308	Education	Introduction to Counseling/Guidance	Special Education
08-09-309	Education	Psychological Evaluation and Counseling Services	Special Education
08-09-311	Education	Individual Psychodiagnostics	Special Education
08-09-312	Education	Colloquium in School Psychology (spring)	Special Education
08-09-313	Education	Colloquium in School Psychology (fall)	Special Education
08-09-314	Education	Consultation and Clinical Services Practicum	Special Education
08-09-315	Education	School Psychology Consultation and Intervention	Special Education
08-09-316	Education	Individual Psychodiagnostics III	Special Education
08-09-317	Education	Individual Psychodiagnostics II	Special Education
08-09-318	Education	Applied Tests and Measurements	Special Education
08-09-318	Education	Clinical Experience in Special Ed	Special Education
08-09-323	Education	Teaching Methods I	Teacher Education
08-09-324	Education	Teaching Methods II	Teacher Education
08-09-325	Education	Trends and Practices in Classroom Teaching	Teacher Education
08-09-326	Education	Teaching Language Arts, Social Sciences, and the Arts in the Elementary Classrooms	Teacher Education
08-09-327	Education	MST Teaching Seminar	Teacher Education
08-09-329	Education	Teaching Math, Sciences, and Health Education in the Elementary Classrooms	Teacher Education
08-09-330	Education	The Principalship – title change	Educational Leadership
08-09-331	Education	Educational Organization and Leadership – remove prerequisite	Educational Leadership
08-09-332	Education	Therapeutic Exercises in Athletic Training – prerequisite change	Health/Exercise Science
08-09-603	Liberal Arts & Sciences	GSH req. for Foreign Language	English
08-09-605	Liberal Arts & Sciences	Applied Spanish Program – elective change	Foreign Languages
08-09-612	Liberal Arts & Sciences	U.S. Legal and Constitutional History Since 1870	History
08-09-613	Liberal Arts & Sciences	U.S. Legal and Constitutional History to 1870	History
08-09-800	Liberal Arts & Sciences	Physics Research I	Physics/Astronomy
08-09-801	Liberal Arts & Sciences	Physics Research II	Physics/Astronomy
08-09-802	Liberal Arts & Sciences	Physics Research III	Physics/Astronomy
08-09-803	Liberal Arts & Sciences	Physics Research IV	Physics/Astronomy
08-09-804	Liberal Arts & Sciences	Astronomy Research I	Physics/Astronomy
08-09-805	Liberal Arts & Sciences	Astronomy Research II	Physics/Astronomy
08-09-806	Liberal Arts & Sciences	Astronomy Research III	Physics/ Astronomy
08-09-807	Liberal Arts & Sciences	Astronomy Research IV	Physics/Astronomy

<b>08-09-808</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Change Requirements for Physics Major</b>	<b>Physics/Astronomy</b>
<b>08-09-809</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Patterns of Nature I – prerequisite change</b>	<b>Mathematics</b>
<b>08-09-810</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Biology 3 – prerequisite change</b>	<b>Biological Sciences</b>
<b>08-09-811</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Chemical Biology</b>	<b>Biological Sciences</b>
<b>08-09-812</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Chemical Biology (graduate)</b>	<b>Biological Sciences</b>
<b>08-09-814</b>	<b>Liberal Arts &amp; Sciences</b>	<b>Advanced Web Programming</b>	<b>Computer Science</b>

January 5, 2009

To: University Senate  
From: Roberta Harvey, Academic Policies and Procedures  
Subject: Changes under Consideration for Registration Schedule and Procedures

The Academic Policies and Procedures Committee is considering a resolution recommending the following changes to the registration schedule and procedures. We would like input from the Senate before we draft an actual resolution.

**Extension of Drop/Add for students enrolled in Monday classes:**

Drop/Add runs from the first day of classes (usually a Tuesday) through Monday of the following week. This is a problem for classes that meet on Monday night. If a student decides to drop his/her Monday night class and add a new one, he/she must go through the post-Drop/Add procedure and obtain all the signatures. We have learned that in practice, the Registrar's Office does permit these students to change their registration on the following Tuesday without following the post-Drop/Add procedure. We would simply like to institutionalize the practice so that all students and faculty are aware of it. The policy would apply to students registered for Monday classes that meet only once a week.

**Bridging the gap between Final Registration and Drop/Add:**

For the Fall semester, Extended Registration was July 7-22 and Final Registration was August 18. Registration was not open again until the Drop/Add period opens when classes begin. We would like to propose having registration stay open for already registered (not new) students from the Final Registration day through the end of the usual Drop/Add period. This would allow students to make schedule changes before the first day of class and thus allow them to actually attend the first day of class. These changes would increase the ability of students to make needed schedule changes in ways that do not disrupt the start of the semester while preserving the "closed" registration periods (from July 22 – August 18 in this scenario) to allow offices to get headcounts, send bills, etc.

**Notes on a couple of Banner issues:**

These are not policy issues, but have come up in conversations about the registration schedule, so we wanted to share the information we have and see if anyone has additional information or ideas.

***Wait Lists***

Faculty have inquired about an automated wait list function in Banner. Students would be able to provisionally register for a course; their registrations would automatically be processed as other students dropped the course. Banner does not currently support such a function.

***Opening Time of Registration***

There have been some complaints about Banner registration being open earlier (we heard 5 a.m.) than stated (supposed to be 7 a.m.), which is unfair. The reason is apparently to avoid overloading the system, as would happen if hundreds of students logged on at exactly the same time. Perhaps a "lottery" system would solve this problem, but we have not looked into it yet.